

## Guest Editorial

This issue of HLRC is dedicated to the emergent and rapidly growing interest in English Medium Instruction as a major driver in the internationalization of higher education. It focuses on sharing knowledge and experience in CLIL (Content and Language Integrated Learning) and EMI (English Medium Instruction) from different universities in Eastern and European countries as a means to reflect and improve upon teaching and learning.

As editors, we would like to kick this volume off with a review of one of the most comprehensive and relevant publications on the topic in recent times, *The Higher Education Language Landscape: Ensuring Quality in English Language Degree Programmes*, (2013). Following the book review is a short question and answer section with its authors and renowned experts in the field, David Marsh, Victor Pavón Vázquez, and María Jesús Frigols Martín. We would like to extend our gratitude to all three for providing us with their insights, which are, no doubt, of great use to higher education institutions considering embarking upon or improving English-taught degree programs.

*Birgit Strotmann  
Victoria Bamond*

**Editors-in-Chief**

Agueda Benito, *Universidad Europea de Madrid, Spain*  
 Denise DeZolt, *Walden University, United States*  
 Carlos Mujica, *Universidad Andrés Bello, Chile*

**Executive Editor**

Carmen Margarita Mendez, *Laureate Education, USA*

**Managing Editor**

Thalia N. Nazario, *Laureate Education, USA*

**Guest Co-Editors**

Victoria Bamond, *Universidad Europea de Madrid, Spain*  
 Birgit Strotmann, *Universidad Europea de Madrid, Spain*

**Guest Advisor for the Special Issue**

Gordon Lewis, *Laureate Education, USA*

**Senior Consulting Editors**

David Wilson, USA	Manuel Krauskopf, Chile
Drummond Bone, UK	Richard Riley, USA
Joseph Duffey, USA	

**Editorial Advisory Board**

Ana Fanelli, <i>CEDES, Argentina</i>	Jamil Salmi, <i>World Bank, United States</i>
Claudia Uribe, <i>Education Specialist of IDB, Washington, DC, USA</i>	José Joaquín Brunner, <i>Universidad Diego Portales, Chile</i>
Craig Marsh, <i>University of Liverpool, United Kingdom</i>	Manuel Campuzano, <i>Universidad Tecnológica de México, Mexico</i>
Daniel C. Levy, <i>University at Albany, State University of New York, USA</i>	Ned Strong, <i>Harvard University, USA</i>
David Post, <i>Pennsylvania State University, USA</i>	Simon Cueva, <i>Universidad de Las Américas, Ecuador</i>
Despina Varnava Marouchou, <i>European University Cyprus, Cyprus</i>	Simon Schwartzman, <i>Instituto de Estudos do Trabalho e Sociedade (IETS), Brazil</i>
German Alberto Ramirez, <i>Laureate Education Inc., USA</i>	Rogério Meneghini, <i>Scielo/Bireme/PAHO, Brazil</i>
Graciela Risco, <i>Universidad Peruana de Ciencias Aplicadas, Peru</i>	Ugur Ozdemir, <i>Istanbul Bilgi University, Turkey</i>
Iris Mae Yob, <i>Walden University, USA</i>	

Higher Learning Research Communications (HLRC, ISSN: 2157-6254 [Online]) is published collaboratively by *Walden University (USA)*, *Universidad Andrés Bello (Chile)*, *Universidad Europea de Madrid (Spain)* and *Istanbul Bilgi University (Turkey)*. Written communication to HLRC should be addressed to the office of the Executive Director at Laureate Education, Inc. 701 Brickell Ave Ste 1700, Miami, FL 33131, USA. HLRC is designed for open access and online distribution through [www.hlrcjournal.com](http://www.hlrcjournal.com).

The views and statements expressed in this journal do not necessarily reflect the views of Laureate Education, Inc. or any of its affiliates (collectively "Laureate"). Laureate does not warrant the accuracy, reliability, currency or completeness of those views or statements and does not accept any legal liability arising from any reliance on the views, statements and subject matter of the journal.